

**Connecticut State Department of Education
Turnaround Office**



**Charlene M. Russell-Tucker
Commissioner of Education**

**Request for Proposal
RFP 820**

**Issue Date: June 18, 2025
Due Date: August 1, 2025**

SIG 1003 | Table of Contents

PART I: 1003 SIG Application Instructions	Page 3
A. Submission Instructions	3
B. Timeline Summary	3
C. Questions	3
PART II: 1003 SIG Overview	Page 4
A. 1003 SIG Overview	4
B. Eligible Schools	4
C. 1003 SIG Award Selection Criteria	4
D. CSDE Turnaround Framework	4
E. Requirement for Evidence-based Interventions	5
PART III: 1003 SIG Application and Budget Instructions	Page 7
A. eGMS ESSA SIG Competitive Application	7
B. Budget Proposal	8
C. Submitting the Application in eGMS	9
PART IV: Appendices	Page 10
A. List of Eligible Schools	10
B. 1003 School Improvement Grant Application Scoring Rubric	11

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Attorney Louis Todisco

Connecticut State Department of Education

By Mail: 450 Columbus Blvd., Suite 505 | Hartford, CT 06103-1841

By Telephone: 860-713-6594; By Email: louis.todisco@ct.gov

Freedom of Information:

Pursuant to Connecticut General Statutes (C.G.S.) Section 1-210 *et seq.* Freedom of Information Act (FOIA), all questions and responses to this Request for Proposal (RFP) are considered public records and every person shall have the right to (1) inspect such records promptly during regular office or business hours; (2) copy such records in accordance with C.G.S. Section 1-212(g); or (3) receive a copy of such records in accordance with C.G.S. Section 1-212.

PART I: 1003 SIG Application Instructions

A. Submission Instructions

Please review and follow all directions carefully when completing the 1003 School Improvement Grant (SIG) application. All applications must be submitted via email to Amanda Baksa at amanda.baksa@ct.gov. **All applications must be received by 11:59 PM Eastern Standard Time (E.S.T.) on Friday, August 1, 2025.** Please note that all applications become the property of the Connecticut State Department of Education (CSDE) and are subject to disclosure pursuant to the Freedom of Information Act (FOIA). Once applications are approved by CSDE, districts will then upload the application through the eGrants Management System (eGMS). Please complete all of the required components. The application will be deemed incomplete and not rated if required components are not submitted. Completed applications must include the following:

Required Components:
District Application and Assurances
School Plan
<ul style="list-style-type: none">• School Data• Needs Assessment• Significant Strengths, Growth Areas, and Resource Inequities• Overarching School Improvement Goals• Specific Evidence-based Interventions to Address School Reform Priorities
School Budget Proposal

B. Timeline Summary

1. CSDE notifies districts about 1003 SIG competition and distributes all necessary materials.	June 17, 2025
2. Districts submit 1003 SIG applications via email.	August 1, 2025
3. CSDE approves plan and awards 1003 SIG funds to districts.	September 2025
4. 1003 SIG schools chosen must submit approved application in eGMS.	September 19, 2025

C. Questions

All questions regarding 1003 SIG should be directed to:

Amanda Baksa, Associate Education Consultant, CSDE | Telephone: 860-713-6513 | E-mail: amanda.baksa@ct.gov

PART II: SIG 1003 Overview

A. 1003 SIG Overview

Title I, Part A, Section 1003 School Improvement Grants (SIG) authorized under the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA) of 2015, provides states and districts with funds to leverage change and turn around chronically underperforming schools. The CSDE anticipates identifying its third cohort of ESSA 1003 SIG schools through a competitive grant process. For this third cohort, approximately \$1.5 million in 1003 SIG funds is available for competition for 2025-26. A district may apply for awards with a minimum of \$50,000 per year for eligible Title I Focus schools and a minimum of \$200,000 per year for eligible Title I Turnaround schools. No school may be awarded more than \$500,000 per year.

While this application is for a one-year school improvement plan aligned to the 2025–26 school year, awarded funds under Section 1003 of ESSA will remain available for use through September 30, 2027, consistent with federal Tydings Amendment guidelines. Districts are expected to obligate funds in alignment with their Year 1 plan but may carry over unspent funds into the following year to support sustainability and continued implementation.

B. Eligible Schools

ESSA requires states to give priority in awarding 1003 SIG funds to districts that demonstrate the greatest need for the funds and the strongest commitment to use the funds to substantially raise the achievement of students attending the persistently lowest-achieving schools. Connecticut schools that are eligible to participate in the SIG program are determined through the 2023-24 Next Generation Accountability System (NGAS) results. The NGAS evaluates school performance yearly using multiple indicators to assign a score, which determines the level of state support. Schools with low scores may be designated as turnaround or focus schools. A complete list of eligible schools can be found in Appendix A.

C. 1003 SIG Award Selection Criteria

Using Appendix B: The 1003 School Improvement Grant District Application Rubric, a selection committee will review and score all applications that meet the minimum submission requirements:

1. A school for which the application is submitted must be an eligible Focus or Turnaround School.
2. A completed application must be submitted via email by Friday, August 1, 2025, at 11:59 p.m. EST.
3. Required components (district application and assurances, school plan, budget proposal)

All awards are subject to the availability of funds. Grants are not final until the award letter is executed. Given the number of eligible applicants, the CSDE anticipates a highly competitive process resulting in funding being awarded to only those applicants submitting well-developed applications and transformative plans.

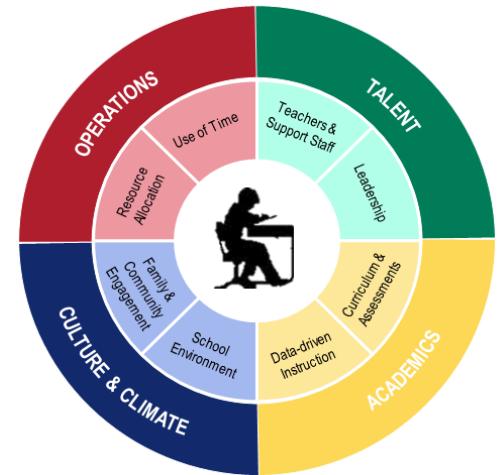
D. CSDE Turnaround Framework

All 1003 School Improvement Grant (SIG) plans must articulate comprehensive, evidence-based strategies across four critical domains identified by the CSDE's Turnaround Office: **(1) Talent, (2) Academics, (3) Culture and Climate, and (4) Operations**. These strategies must adhere to federal requirements, ensuring that only interventions supported by strong, moderate, or promising evidence are eligible for 1003 SIG funding.

A participating school must be committed to making targeted, transformative investments in the following key areas:

- **Talent:** Implement robust systems for recruiting, hiring, developing, evaluating, and retaining high-quality school leaders, educators, and support personnel to build and sustain instructional excellence.
- **Academics:** Develop and execute a rigorous, standards-aligned academic program that is engaging, culturally responsive, and designed to ensure that all students reach high levels of academic achievement.
- **Culture and Climate:** Cultivate a safe, inclusive, and supportive school environment that promotes student well-being, elevates instructional quality, and strengthens partnerships with families and the broader community.
- **Operations:** Establish efficient and effective operational structures that optimize the use of time, staffing, and financial resources to support instructional priorities and long-term sustainability.

In cases where implementation of the SIG plan affects provisions within existing collective bargaining agreements for administrators or teachers, all necessary negotiations will be conducted in accordance with applicable contractual obligations.



If the SIG plan impacts elements of the collective bargaining agreements applicable to the administrators, teachers, and non-certified staff employed by the local board of education, such provisions must be negotiated in accordance with existing contracts.

E. Requirement for Evidence-based Interventions

Under ESEA, as amended by ESSA, states must identify two types of low-performing schools:

- *Targeted support and improvement schools*, which are schools with one or more consistently underperforming subgroups. In Connecticut, these schools are referred to as Focus schools.
- *Comprehensive support and improvement schools*, known in Connecticut as Turnaround schools, which include:
 - o the lowest-performing five percent of Title I schools in the state;
 - o any public high school failing to graduate one-third or more of its students; and
 - o Title I schools with a consistently underperforming subgroup that, on its own, is performing as poorly as students in the lowest-performing five percent of Title I schools, and that has failed to improve after the school has implemented a targeted support and improvement plan.²

Focus and Turnaround schools³ must develop plans for improving student outcomes that (among other things):

- are informed by all the indicators for differentiating schools listed above;
- include evidence-based interventions (see box below); and
- are based on an assessment of the school's needs.⁴

¹ ESSA, Sections 1111(c)(4)(C)(iii) and 1111(d)(2). The ESSA does not define what it means to be consistently underperforming, but rather leaves it for states to define.

² ESSA, Section 1111(c)(4)(D).

³ ESSA, Section 1111(d)(1)(B). For CSI (Turnaround) schools, the LEA develops the plan, which must be approved by the school.

⁴ ESSA, Sections 1111(d)(1)(B) and 1111(d)(2)(B).

Definition of “Evidence-Based” in ESSA

Evidence-based means an activity, strategy, or intervention that:

- i. demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on:
 - a. **Strong evidence** from at least one well-designed and well-implemented experimental study;
 - b. **Moderate evidence** from at least one well-designed and well-implemented quasi-experimental study; or
 - c. **Promising evidence** from at least one well-designed and well-implemented correlation study with statistical controls for selection bias; or
 - d. **Demonstrates a rationale** based on high-quality research findings or positive evaluation that such activity, strategy, or intervention is likely to improve student outcomes or other relevant outcome

Section 1003 funds can only be used to support activities that meet ESSA’s top three tiers of evidence. In other words, Section 1003 funds can only be used to fund activities, strategies, or interventions based on a study that demonstrates the activity, strategy, or intervention has a *statistically significant effect* on improving student outcomes.⁵ ESSA SIG requires a higher standard of evidence-based practices as compared to Title 1 funding.

⁵ ESSA, Section 8101(21)(B) stating: (B) DEFINITION FOR SPECIFIC ACTIVITIES FUNDED UNDER THIS ACT—When used with respect to interventions or improvement activities or strategies funded under section 1003, the term “evidence-based” means a State, local educational agency, or school activity, strategy, or intervention that meets the requirements of subclause (I), (II), or (III) of subparagraph (A)(i).

PART III: 1003 SIG eGMS Application and Budget Instructions

eGMS ESSA SIG Competitive Grant Application

The ESSA SIG Competitive Grant Application and Budget consists of multiple parts, including:

- **District Information and School Selection:** The district identifies grant contact information and information about the schools for which the district is applying for 1003 SIG funding.
- **District Application:** The district is required to describe its strategy and structure to support school turnaround efforts at the district level, including how external partners will be evaluated. The district's responses to the seven sections of the District Application are limited to 900 characters.
- **School Plan:**
 - School Data: After identifying school, district, and fiscal contact information for each school for which the district is applying for 1003 SIG funding, the district must submit performance targets based upon historic data and ESSA Milestone targets. The application will also ask for a reason for identification, which can be found on EdSight.
 - Needs Assessment: Using the *Needs Assessment Tool* in the SIG template, the school must complete a needs assessment, identifying the school's level of implementation for each of the talent, academics, culture and climate and operations indicators. In addition to a score, the application also asks for evidence and reasoning. The needs assessment must be completed with stakeholder participation.
 - Significant Strengths, Growth Areas and Resource Inequities: The district must identify significant strengths and growth areas highlighted by the needs assessment and complete a root cause analysis of each of the growth areas. For the purpose of the 1003 SIG grant, the root cause is the basic cause (or causes) that can reasonably be identified that the school/district leadership has control to fix and, when fixed, will prevent (or significantly reduce the likelihood of) the problem's recurrence. Along with the root cause, the district must identify resource inequity, unequal or unfair distribution of resources that lead to an additional burden placed on specific groups. All students must have access to resources necessary for high-quality education, including distribution of quality teaching staff, technology, interventions for students with disabilities and English Learners, access to high-quality curriculum resources, transportation, before- and after-school programming, etc.
 - Overarching School Improvement Goals: The district must identify two to three "National/State Benchmark" and two to three "Internal Benchmark" school improvement goals to advance the school's reform priorities. Identify specific, measurable, achievable, relevant, and time-bound (S.M.A.R.T.) school improvement goals that are aligned to ESSA targets and local progress monitoring assessments. Overarching school improvement goals must focus on student outcomes, not on adult actions.
 - Specific Evidence-based Interventions to Address School Reform Priorities: The district must identify a core set of evidence-based interventions for which the school will use Title I, Part A, Section 1003 SIG funding. Interventions must be aligned to the identified overarching school improvement goals. Summarize the selected interventions and identify a S.M.A.R.T. goal aligned to each intervention that is specific, measurable, attainable, results-oriented, and time-bound. It is not necessary to select strategies for each of the four components of the CSDE Turnaround Framework; interventions should align to identified school reform priorities and to the overarching school improvement goals. Using

definitions of evidence-base, the district must identify the level of the evidence-base (strong, moderate, promising), the source for the evidence-base, and information to substantiate why the evidence is identified at the selected level. To support applicants, CSDE will provide Evidence-Based Guides aligned to the Talent, Academic, Culture & Climate, and Operations Framework.

- **School Budget Proposal:** The district must complete a budget proposal for each school using the application budget page and the State's Uniform Chart of Accounts. See below for more information about completing the school budget proposal.

B. Budget Proposals

Using the application budget page in the application template, please create a budget proposal outlining costs associated with the SIG 1003 School Plan. The budget proposal and aligned budget narrative must indicate the amount of 1003 SIG funds requested by the district to:

- implement the selected evidence-based interventions in each school the district commits to serve;
- conduct district-level activities designed to support implementation of the selected evidence-based interventions; and
- support school improvement activities, at the school or district level, for schools the district commits to serve.

The budget request for each school must be of sufficient size and scope to support full and effective implementation of the selected intervention over a one year period. The school budget request must include at least \$50,000 per year for a Focus School and at least \$200,000 per year for a Turnaround School. Schools may not apply for more than \$500,000 per year.

1003 SIG funds may not be used to supplant federal and non-federal funds, but only to supplement funding provided to 1003 SIG schools. In particular, a district must continue to provide all funds that would have been provided to the school in the absence of 1003 SIG funds. This requirement applies to all funding related to full implementation, including pre-implementation activities.

Please code all expenditures in accordance with the State's Uniform Chart of Accounts as summarized below.

CODE:	OBJECT:
100	Personnel Services – Salaries: Amounts paid to both permanent and temporary grantee employees including personnel substituting for those in permanent positions. This includes gross salary for personnel services rendered while on the payroll of the grantees.
200	Personnel Services – Employee Benefits: Amounts paid by the grantee on behalf of employees; these amounts are not included in the gross salary but are in addition to that amount. Such payments are fringe benefit payments and, while not paid directly to employees, nevertheless are parts of the cost of personnel services.
300	Purchased Professional and Technical Services: Services, which by their nature can be performed only by persons or firms with specialized skills and knowledge. While a product may or may not result from the transaction, the primary reason for the purchase is the service provided. Included are the services of architects, engineers, auditors, dentists, medical doctors, lawyers, consultants, teachers, accountants, technical assistance support organizations, school management partners, etc.

400	Purchased Property Services: Services purchased to operate, repair, maintain, and rent property owned or used by the grantee. Persons other than grantee employees perform these services. While a product may or may not result from the transaction, the primary reason for the purchase is the service provided.
500	Other Purchased Services: Amounts paid for services rendered by organizations or personnel not on the payroll of the grantee (separate from Professional and Technical Services or Property Services). While a product may or may not result from the transaction, the primary reason for the purchase is the service provided.
600	Supplies: Amounts paid for items that are consumed, worn out, or deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substances.
700	Property: Expenditures for acquiring fixed assets, including land or existing buildings, improvements of grounds, initial equipment, additional equipment, and replacement of equipment. In accordance with the Connecticut State Comptroller's definition equipment, included in this category are all items of equipment (machinery, tools, furniture, vehicles, apparatus, etc.) with a value of over \$5,000.00 and the useful life of more than one year and data processing equipment that has unit price under \$5,000.00 and a useful life of not less than five years.
800	Other Objects: (Miscellaneous Expenditures) Expenditures for goods or services not properly classified in one of the above objects. Included in the category could be expenditures for dues and fees, judgments against a grantee that are not covered by liability insurance, and interest payments on bonds and notes.

C. Submitting the Application

To submit a completed application, the Superintendent must email the completed application (one for each school) to Amanda Baksa at Amanda.baksa@ct.gov no later than Friday, August 1st, 2025. The email submission indicates that the superintendent has reviewed and approved the application, and the LEA has agreed to follow all regulations.

Once approved by CSDE, each district will enter the applications for each school chosen in the eGrants Management System (eGMS). Certifications and Assurances will be completed by the superintendent when the district submits in eGMS.

PART IV: APPENDICES

Appendix A: LIST OF ELIGIBLE SCHOOLS

District	School	School Classification
Capital Region Education Council (CREC)	Academy of Aerospace and Engineering	Turnaround
Ansonia	Prendergast School	Focus
Griswold	Griswold Elementary School	Focus
Norwalk	Norwalk High School	Focus
Putnam	Putnam Elementary School	Focus
Stratford	Harry B. Flood Middle School	Focus
Goodwin University Educational Services (GUES)	Riverside Magnet School at Goodwin University	Focus
Capital Region Education Council (CREC)	Academy of International Studies Elementary School	Focus
Capital Region Education Council (CREC)	Academy of Computer Science and Engineering	Focus
Capital Region Education Council (CREC)	Greater Hartford Academy of the Arts High School – Full Day	Focus
Capital Region Education Council (CREC)	Academy of Science and Innovation	Focus
Common Ground High School District	Common Ground High School	Focus
Connecticut Technical and Education Career System (CTECS)	Eli Whitney Technical High School	Focus
Connecticut Technical and Education Career System (CTECS)	A.I. Prince Technical High School	Focus
Connecticut Technical and Education Career System (CTECS)	Howell Cheney Technical High School	Focus
Connecticut Technical and Education Career System (CTECS)	E.C. Goodwin Technical High School	Focus
Connecticut Technical and Education Career System (CTECS)	J.M. Wright Technical High School	Focus
The Gilbert School District	The Gilbert School	Focus

APPENDIX B: 1003 School Improvement Grant District Application Scoring Rubric

1003 SIG grant applications will be evaluated using the criteria shown below. Each section will be scored from 0 to 3. Plans can receive up to 75 possible points. 1003 SIG is a competitive grant; awards and award amounts will be based on the quality and transformative potential of the application.

Part I: District Application					
Districts must demonstrate the capacity, strategy, and commitment necessary to lead school turnaround efforts. High-quality responses will describe central office readiness, clear structures for accountability, sustainable financial resourcing, and direct support for school planning and implementation.					
Indicator	0 Points	1 Point	2 Points	3 Points	Indicator Score:
District capacity and Structure	No clear strategy or structure to support turnaround. Lacks understanding of student outcome goals.	Basic plan and staffing listed but lacks clarity or coherence. Gaps in expertise or technical support.	Capacity and staffing described. Some connection to outcomes. Partial support structure explained.	Clear, strategic plan tied to student outcomes. Staff roles, support, and capacity well-articulated.	
Support for School Planning	No description of support or process. No role in identifying interventions.	Minimal support provided. School had little input. Evidence base unclear.	General support structure with some autonomy for the school. Evidence-based practices noted.	Detailed support process. School engaged in selection. Evidence-based support confirmed.	
Monitoring and Accountability	No clear tools or processes to track progress. Evaluation timeline missing.	General plan described. Tools mentioned but inconsistent or unclear.	Progress tracking tools identified. Process mostly aligned to improvement goals.	Clear, detailed system for tracking outcomes, fidelity, and improvement.	
Resource Alignment and Equity	No plan to align resources or identify inequities.	General alignment noted. Equity analysis weak or incomplete.	Resources aligned to goals. Inequities identified and addressed.	Strategic alignment of all resources. Clear plan to prevent inequities long-term.	
Conditions for Success	No autonomy granted. No operational flexibility.	Some autonomy mentioned but unclear. Weak accountability link.	School gets autonomy in staffing, scheduling, or budgeting. Accountability partially explained.	Detailed autonomy plan in key areas. Strong accountability tied to flexibility.	
Budget Readiness	Budget missing or not aligned to plan. Supplanting concerns.	Weak justification or unclear link to strategy. May violate fiscal rules.	Budget mostly supports plan. Some issues with sustainability or coding.	Fully aligned budget with clear rationale. Complies with supplement-not-supplant and coding.	
Total Points for District Application:					/18

Part II: School Application					
The district and school collaboratively must provide a comprehensive and bold plan to improve student achievement which first identifies school needs and opportunities to select an appropriate school reform model and then articulate strategies to advance school performance in the areas of talent, academics, culture and climate, and operations, while meeting all the requirements under the selected reform model.					
School Data and Needs Assessment					
Indicator	0 Points	1 Point	2 Points	3 Points	Indicator Score:
Clarity and completeness of school data analysis	School data is incomplete or missing. No meaningful analysis provided.	Minimal school data included. Analysis is limited or lacks clarity.	School data is mostly complete. Some analysis provided with moderate clarity.	Comprehensive school data with clear, meaningful analysis aligned to SIG priorities.	
Stakeholder participation in Needs Assessment is clear and includes a variety of stakeholders.	No stakeholder engagement described.	Stakeholder engagement is minimal or vaguely described	Stakeholder engagement is present and moderately detailed	Strong stakeholder engagement process with meaningful input documented.	
Identification of strengths and growth areas with evidence	Strengths and growth areas are not identified or are unsupported by evidence.	Some strengths and growth areas are noted but with limited or weak evidence.	Strengths and growth areas identified with adequate supporting evidence.	Clearly defined strengths and growth areas supported by robust, specific evidence.	
Root cause analysis and identification of resource inequities.	Root causes are not identified or lack relevance; no mention of resource inequities.	Basic root causes listed, but analysis lacks depth. Limited mention of inequities.	Reasonable root cause analysis with relevant inequities noted.	Thorough root cause analysis directly tied to growth areas and resource inequities.	
Alignment between identified needs and reason for identification.	No alignment demonstrated between identified needs and reason for identification.	Limited or unclear alignment.	Generally aligned with some minor gaps.	Strong alignment with compelling rationale connecting needs to identification status.	
Overarching School Improvement Goals					
Indicator	0 Points	1 Point	2 Points	3 Points	Indicator Score:
National/State Benchmark S.M.A.R.T. Goals	No goals provided, not S.M.A.R.T., and not aligned to ESSA or Next Generation Accountability Results (NGAR) targets.	Goals are vague or missing key S.M.A.R.T. components. Some goals are related to ESSA targets	Goals are mostly S.M.A.R.T. with minor issues. All goals are related to ESSA targets.	Goals are clearly S.M.A.R.T. and strongly aligned to performance data. All goals are related to ESSA and NGAR targets.	
Internal Benchmark S.M.A.R.T. Goals	No goals provided or not S.M.A.R.T..	Goals are vague or incomplete.	Goals are mostly S.M.A.R.T. with some relevant local data.	Well-defined S.M.A.R.T. goals based on relevant and current local benchmark data.	
Alignment of goals to growth areas	No alignment to growth areas.	Limited or unclear alignment.	General alignment present with minor inconsistencies.	Goals are clearly aligned to both growth areas.	

Use of relevant and recent data sources	Data sources not referenced or outdated.	Limited use of data or unclear source.	Relevant data used with minor gaps in recency or specificity.	Strong use of up-to-date, relevant data that supports goals.	
Evidence Based Interventions					
Indicator	0 Points	1 Point	2 Points	3 Points	Indicator Score:
Selection of strategies clearly aligned to identified needs	Interventions are missing or not related to identified needs.	Alignment between interventions and identified needs is weak or only partially described.	Interventions are generally aligned to needs with moderate clarity; rationale is present but could be stronger.	Interventions are tightly aligned to identified root causes and clearly target priority areas with a logical theory of action.	
Appropriateness of interventions for identified population	No consideration of student demographics or needs.	Limited evidence that interventions consider the characteristics or needs of the target student groups.	Interventions reflect some understanding of the population's needs; adjustments may be needed for full appropriateness.	Interventions are culturally relevant, developmentally appropriate, and well-suited to the specific needs of all student groups, including high-needs subgroups.	
Use of evidence-based strategies (Tiers 1 – 3)	No evidence-based strategies are presented, or the evidence is not acceptable (e.g., only “Demonstrates a Rationale”).	Some strategies may lack proper evidence or fall outside of Tiers 1–3.	Strategies are aligned with Tier 1–3 evidence, but documentation or rationale is unclear.	All strategies are supported by strong, moderate, or promising evidence with accurate citations and alignment to ESSA definitions.	
S.M.A.R.T. Goals aligned to intervention	No S.M.A.R.T. goals included for the interventions.	Goal(s) are vague or lack direct connection to interventions.	Goal(s) are generally S.M.A.R.T. and linked to interventions, with minor issues in clarity or measurement	Clearly written S.M.A.R.T. goal(s) are directly linked to outcomes of selected interventions and use measurable, time-bound benchmarks.	
School Budget Proposal					
Indicator	0 Points	1 Point	2 Points	3 Points	Indicator Score:
Budget aligns with goals and strategies	Budget lacks alignment or is not included.	Limited alignment between budget and strategies; unclear rationale.	Most items are aligned to goals, but a few are tangential or insufficiently explained.	Every budgeted item clearly supports a goal and is justified within the context of the strategy.	
Budget is sufficient in size and scope to support implementation	Budget is missing or does not support implementation.	Budget appears insufficient or lacks justification for impact.	Budget is adequate, but there may be concerns about scalability or sustainability.	Budget request is realistic and sufficient to support full, high-quality implementation.	
Budget narrative clearly explains the use of funds	No budget narrative provided.	Narrative is vague or lacks alignment to spending items.	Narrative explains most expenses; some gaps or unclear justifications.	Narrative thoroughly explains each expense and its alignment to the plan.	

Compliance with supplement-not-supplant and Uniform Chart of Accounts	No evidence of compliance or clear violations present.	Potential compliance issues; some budget items may supplant services.	Mostly compliant, with some minor inconsistencies or missing codes.	All funds clearly supplement existing services and follow proper fiscal coding.	
Overall Plan Quality and Coherence					
Indicator	0 Points	1 Point	2 Points	3 Points	Indicator Score:
Plan demonstrates coherence across needs, goals, interventions, and budget.	Plan lacks coherence; sections are misaligned or incomplete.	Plan appears disjointed or inconsistent across sections.	Some disconnects between sections; plan is mostly coherent but could be tighter.	Strong logical connections among all sections; proposal flows seamlessly from needs to actions and outcomes.	
Plan reflects readiness to implement and sustain improvement	Plan does not demonstrate capacity for implementation or sustainability.	Minimal evidence of readiness or sustainability planning.	Readiness is evident in most areas, but some planning gaps exist.	Proposal includes realistic timelines, staff capacity, implementation plans, and sustainability strategies.	
Total Points for School Application:					/57

Competitive SIG Overall Scores				
	Points Scored	Points Possible	Comments	
Part I Total Points		18		
Part II Total Points		57		
Overall Total		75		